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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Useful With Pulpit and Press

TWO thousand years ago in the Latin language there was a story of an ostrich that buries its head in the sand whenever there is cause for alarm.

In these two thousand years, in all languages, probably that story has been used by the press, pulpit and platform.

One day one of the brightest men we know, a university graduate, an alert-minded man, whose business in life is to winnow fact from fancy, asked me why the ostrich does this. When I replied that he doesn't, and never did, he asked where I got that information. I told him that every encyclopedia I have ever seen has always said that that story was a myth.

The ostrich has an alert ear, is long of vision, and ear and eye go up high, thanks to a long neck. When he hears any signal of danger and if there is cause for alarm he takes strides that easily put him beyond danger.

The myth about the ostrich burying his head has been of vast service to preachers and teachers, to writers and orators. It has undoubtedly thrilled many youth and warned many a person not to think he is safe simply because he will not face dangerous social symptoms.

"Tote It Over There"

EMILY GRIFFITH, who has made the Denver Opportunity School world-famous, used to tell of an experience when teaching in one of the lower grades with children in a community with an inferior complex.

A youngster couldn't add with tens and units. She sat beside the little fellow and tried in vain to get him to write the unit figure of the answer and "carry" the tens over to the tens column.

Giving it up as a bad job she asked a bright little colored boy, who seemed to have nothing to do, to see if he could help the other boy.

Almost immediately the colored boy went back to his seat, and when Miss Griffith asked him why, he said the fellow was adding all right.

Incredulously Miss Griffith asked what he did with the fellow. He answered: "I told him to 'tote it over there,' and he does it all right."

When Miss Griffith told him to "carry it over there," his mind wasn't on addition, but he was wondering what she was talking about.

We have all had experiences like that. In a hotel in Fresno, California, several years ago, as I stepped into the elevator, which a Japanese was running, I said: "Three flights."

He did nothing, but stood there and looked at

me. Three times I said: "Three flights." He continued to look at me. I said: "Why don't you go?"

He said: "I don't know where to go."

Then my brain waked up, and I said: "To the third floor."

He said: "What you call that floor?"

I never felt meaner in my life than when I realized what a fool I was. I wasn't blaming him for not knowing where the third flight was, but was blaming myself for not realizing that the Japanese might not know where a "flight" was.

Many an "I. Q." is given the wrong person because the ignorance is in the wrong brain.

Department of Superintendence, Cleveland, February 24-28, 1929.

Northern Illinois

THE schools of Northern Illinois are heroically and sensibly progressive. The way the spirit of George Howland, the genius of Colonel Francis W. Parker, the common sense of Orville T. Bright, the devotion of Albert G. Lane, the heroism of Ella Flagg Young, have left their impress on all phases of public life within two hundred miles of Chicago, is really wonderful. This has blended miraculously with the professionalism of Richard Edwards and his associates, who made Normal and De Kalb the creators of brilliant modernism without taint of fanaticism.

This has resulted in a wholesome reverence for the saintly leaders of the days when Chicago and Cook County were sacred names in American education.

There is nothing anaemic in the professional arterial wholesome reverence of the past because Charles H. Judd's intensive "go" and cautious "whoa!", Flora J. Cook's inventive genius and Edward J. Tobin's supreme humanism reactions upon the whole educational system are as beneficial as constant change of latitude and altitude to human blood pressure.

I have known all educational leaders in Northern Illinois for almost half a century and I rejoice in the opportunity to know them today, for I can see everywhere traces of the best features of the past as distinctly as I can see evidence of strains of pure breed ancestry in high grade live stock in the stables and pastures of Illinois.

It is a joy to see the educational creations everywhere thereabouts, and especially has it been a rare privilege on several occasions to hear the rank and file of schoolmen at superintendents' round tables and at the George Howland Club reveal their adaptation of their inheritance to present-day needs of the most vital and virile metropolis of the New America west of the Alleghanies.

Lowell in the Forum

PRESIDENT A. LAWRENCE LOWELL of Harvard has an article in the April Forum which is the great magazine article of the month and one of the most valuable educational articles in recent months.

It is a clear and forceful distinction between reliance upon studying a series of short unrelated problems, and arousing a strong interest in a problem on a subject which develops power through strenuous mental exertion.

This is the clearest statement yet made of the value of Harvard University and some other Eastern colleges making graduation depend upon an enduring interest in and mastery of a subject.

The final examination in the subject is not a review of the subject as studied, but demonstrates an abiding interest created in the study of the major subject by wide personal reading outside of the regular course.

There are three hundred and seventy on the Minnesota committee of arrangements for the National Education Association, July 1-6.

The School Bus

ANOTHER school bus crushed into; one child killed, and twenty-three injured, ten seriously. Unless these school bus tragedies are stopped the consolidation of schools in the rural districts will cease. There is no excuse for these disasters, in our judgment. There are innumerable districts that will never have a school bus accident. So far as we can learn it is always a question of the policy of the district in employing a driver. It is criminal for a school district to save money in bus driving.

No bus driver should be allowed to leave his seat to see if a train is coming. There should always be an assistant to the driver who is paid a small salary to go to the crossing and stand there till the bus is safely across the tracks.

A Minneapolis Sample

SINCE Minneapolis is to be on dress parade the first week in July we are interested in what she does when not on dress parade. We were in that city on March 29 and 30, when 12,000 pupils of various elementary schools saw six hundred pupils from twenty-three schools demonstrate the health exercises from the kindergarten to the high school.

Remember that it is to be the Minnesota meeting of the National Education Association that will meet in Minneapolis July 1-6.

Seerley of Cedar Falls

By A. E. WINSHIP

DR. HOMER H. SEERLEY, builder of the greatest State Teachers College in America, eminent professional leader for forty-two years, will retire on June 25 from active service as president of the State Teachers College of Iowa at Cedar Falls.

In health and in full vigor of professional zeal, thanks to generous provision of an appreciative State Board of Education Dr. Seerley will spend the remaining years of life as he may wish to spend them, as his family may wish him to spend them.

At eighty years of age Dr. Seerley turns over to a younger man an institution that no one of the other State Teacher Training Institutions, however modernized, can challenge for efficiency in the preparation of young people in the science and art of education.

No man in university or college has had as great personal and professional influence upon the teaching of the children and youth of any state as Dr. Seerley has had in Iowa.

From thirty-eight to eighty years of age Dr. Seerley has "lived and moved and had his being" for the making of a noble commonwealth, and no city or township has failed to be influenced by teachers whose wisdom and inspiration came from Cedar Falls.

Every year he has brought men and women into his faculty from various other institutions, and in the forty-two years there has never been a faculty rebellion at Cedar Falls. Every year there have come from every section of the state young people from restless communities, from farms and firesides that had social, civic, and industrial individualistic notions, but the Associated Press has never had an opportunity to broadcast a strike or a row on the campus at Cedar Falls.

For forty-two years there has never been a session of the Legislature that has not been asked to make increased appropriation for Iowa State College. It has always wanted more land, another building, better equipment, enlarged library, extensive laboratories or expensive art, something that would keep it ahead of similar state institutions in the other forty-seven states. There has never been a year of the forty-two that President Seerley has thought it best to cease to ask for any advance in professional opportunity, or for the state to cease increasing responsibility at Cedar Falls.

Iowa has not always been civically, agriculturally or socially dormant. It has not always marched to the voting booths flying the banner "Blessed are the Peacemakers," but in the forty-two years no legislature has been elected to say "whoa!" to Homer H. Seerley.

When Seerley at thirty-eight went to the Iowa State College, we took the editorial reins of the Journal of Education, and no one of the multitude of men whom we have known and enjoyed personally in these forty-two years has made a nobler record than this famous personality that is to revel in the opportunity provided for a joyous close of a great career.

My Tapestry

By MARY MILES COLVIN

I wonder how the other side will be
When I have finished weaving all my thread.
I cannot see the pattern nor the end
Of this great piece of work which is for me;
I only know that I must weave with care
The colors which are given me day by day.
And make of them a fabric firm and true
Which will do service for my fellow men.
Sometimes these colors are so dark and gray,
I doubt if there be any line or trace
Of beauty there, but all at once there comes
A thread of gold, or fair bright blue, or rose
As deep as that at sunset after rain,
And then I know that there will always be
That one bright spot to cherish, yes, to keep.
And, maybe, 'gainst its ground of darker hue,
It will be beautiful.
The warp is held in place by master hands;
The master mind made the design for me;
If I but weave the shuttle to and fro,
And blend the colors just the best I may,
Perhaps when it is finished he will say,
"'Tis good," and place it on the footstool at his feet.

—Springfield, Mass., Republican.

Belding's Page

FUTILITY

TEACH the children about money. Teach them its worth, if you think there is any danger of their not discovering this for themselves. Teach them also its worthlessness.

A Philadelphia recluse who died the other day was the possessor of stock, bonds, deeds and money valued at $250,000. The police found the musty old securities hidden about the house. Did he expect to take it with him, that he hoarded it so carefully, going about without socks and neckties, and almost starving himself? Watch the army of "relatives" appear from everywhere to quarrel over his cherished but unutilized wealth.

The truly significant thing about this miser's history is—that his lifeless body sat in a chair for twenty-seven days before any one missed him!

What doth it profit a man—to have mere money?

ONE PHASE OF DEMOCRACY

SCHOOLS necessarily reflect the evil as well as the good of the community outside. In spite of the efforts of teachers to create an atmosphere entirely favorable to the best development, the environment seeps in through the crevices and tends to make conditions inside the school very much like those beyond its walls. Neither is this entirely regrettable. If school is a preparation for life, then the more closely it resembles life the more useful the training which it gives. So, at any rate, we might argue.

On the other hand, wise folk recognize the fact that some of life's experiences may well be held back until mature years. There are hard, cruel truths from which youth may well be shielded until later in life.

And one of the hard, cruel truths is—the existence and prevalence of social distinctions and snobbery.

The public's schools should be more democratic than the public itself.

Children of rich and poor rub elbows in the elementary grades without any very serious envy arising in the breasts of the poor. But in high school the difference and the emulation become more pronounced.

Girls, in particular, watch with jealous eyes the flashy clothes worn by some of their number. Then they go home and tease their parents for more expensive clothing and adornments such as "all the other girls are wearing."

Principals of high schools all know how easily the standards of dress and spending become geared up. Those who have tried to resist the tendency have frequently found themselves unpopular. Yet a few, by tact and diplomacy rather than by vigorous battling, have managed to curb the extravagant notions of class leaders, with special respect to "proms," commencements, and daily dress.

Efforts to curb extravagance and exclusiveness in high schools are a contribution to democratic ideals.

GROWTH OF LEISURE

INDUSTRIAL changes are taking place more rapidly than most people realize. Human labor is being set aside by new machines. Engineers report enormous progress during the past five years.

Authorities differ in ascribing present unemployment to the business cycle or to the introduction of mechanical devices and labor-saving methods. But certainly the latter is partly the reason.

The curve showing total production of manufactured goods in this country over a period of years indicates a gradual increase. But the curve of employment shows no corresponding increase.

Readjustments are soon to occur. In course of time we shall see the normal working week shortened. We have seen this before. We shall see it again.

Educationally, this implies the necessity of training the masses for greater leisure. The ancient ideal of education for right use of "cultivated leisure" is destined to be replanted in the current century. The ideal which was once attainable only by the few, and at the expense of human slaves, is coming within the reach of many. Machinery is the modern slave. It threatens at times to become the master—when it is allowed to run riot with our intelligence. But in an economic sense it is the obedient slave, performing prodigies of labor and releasing myriads of human beings to pursue pleasure, self-improvement, or whatever their fancy dictates.

The old conflict between practical and cultural education is in a fair way to be resolved. No education can any longer be practical which is not likewise cultural.

A "KINK" THAT HINDERS PEACE

IN A RECENT address Sir Esme Howard, the British ambassador to the United States, called attention to "an inherent kink in the brain of humanity." Said Sir Esme: "There is more joy on earth over two sinners who break each other's heads than over ninety-and-eight just men who keep the peace."

Sir Esme is quite hopeful that the world will get to thinking in terms of peace, though he believes much time may elapse before nations are ready to disarm. In other words—the task is educational, and education requires time.

Anson W. Belding

Associate Editor.

Building Citizenship

By S. M. BARRETT
Kansas City, Missouri

THIS particular discussion happens to be of one high school, the Manual Training High School, which in essential points is typical of the other high schools, but having, of course, its own differentiations. This school was organized thirty years ago, and it now has an enrollment of 1,650 pupils.

Two points universally regarded as essentials in the development of student character are the stabilization of conduct and the development of a willingness to work. For the stabilization of conduct the student body in this school is organized by the home-room plan. Each room elects its own teacher adviser and the representatives of the several rooms elect a general faculty adviser. Thus each student has a room adviser and a general faculty adviser in matters of conduct regulation.

In assembly, in cafeteria, and in the halls students are permitted to direct themselves, but are held accountable to their home-rooms, and unless adjustment is made in the home-room, ultimately to the general student body for improper conduct.

This matter of conduct approval and disapproval extends beyond the classroom. To illustrate, this year (1928) after an evening of athletic contests at Convention Hall (inter-high school) some damage was done to street cars and motor busses in the way of tampering with lights, etc. The matter was referred by the superintendent of schools to the principals of high schools and by the principal of Manual Training High School to the room advisers. After the facts were published in the school the student representatives, on March 6, 1928, of their own initiative passed unanimously the following resolution:—

> "Since Manual Training High School is representative of the highest type of American students, we, the students of the aforementioned institution, desirous of proclaiming our opposition to all forms of rowdyism and vandalism such as have been exhibited by a group of unknown Kansas City High School students on street cars and busses, resolve that an expression of our sincere opposition should be made at this time to all types of conduct inappropriate to the highest ideals of education and conduct which will reflect dishonorably and unfavorably on Manual Training High School and our parents."

CONDUCT RECORD

Each student has a conduct record kept during his entire time in the school and retained as part of the permanent records for future reference. The card is filled out by the student, who starts each year with a credit of one thousand points. This is called a clean sheet. Students may lose points by cutting or dropping classes, by cheating or truancy, gambling, lying, uncleanness of speech or habits, defacing school property, profanity, general lack of observance of school rules, or general misconduct. A student losing half of his thousand points will not be recommended for graduation. But lost points are not always totally lost. Additions may be made by the student to his points by punctuality, regularity in attendance, notable opposition to dishonesty, proven cleanliness in speech or habits, conscientious observance of school rules, etc. The pupil is made to understand that this is to be a permanent record and he is encouraged to keep his clean sheet of conduct unblemished.

The school has ten literary societies each thoroughly organized and each having two faculty sponsors. Each of these societies in addition to meetings for literary work may give one party—dancing is usually included in the party activities—at the school building during the year. These parties are always sponsored by several teachers, headed by either the principal or vice-principal of the school.

The curriculum of this school is more industrial and vocational than is that of the ordinary four-year high school. In fact no student is to be graduated who has not taken two years' credit in some industrial line, such as carpentry, printing, sewing, cooking, joinery, automobile mechanics, millinery, etc.

Courses are offered in vocational guidance. Boys' and girls' classes in these courses are separate, and the scope of study is, of course, the vocations chiefly of Kansas City and vicinity meant to give the students an outlook upon possible future employment, and help them select a course of study that will fit them for some particular work. As in other high schools, "finding" courses are given in multiple shops; that is, a boy takes the general shop and is given so many weeks in wood work, so many weeks in metal work, and so many weeks in other vocational courses so that he may discover his aptitudes for various industrial occupations.

OPPORTUNITY ROOMS

Opportunity rooms are regularly maintained and thoroughly advertised through the school. Boys and girls may go to one of these rooms to get help in any school subject when they need assistance. Attendance here is usually wholly volun-

tary. However, teachers may call attention of pupils to this opportunity when any pupil seems to be falling behind. Teachers are always in charge of these rooms ready to render help to any student who applies for it.

No graduate of Manual Training High School has been without a shop or work experience. Whether necessity demands his industrial employment or does not demand it he has had the experience, the training, and the character building of a work course, and is a better citizen for having had it.

The Right Use of Questions

By JAMES L. O'BRIEN
Continuation School, Boston

THE success of the trial lawyer depends to a great extent upon his skill in questioning. The teacher as well, to be successful, must be skilful in stimulating and guiding his pupils by means of questions.

Some teachers constantly cross-examine their pupils to test the power of their memories. A quiz like this is valuable for review, but it is not provocative of thought. Children try to answer by trying to remember words or facts given in their books. Then they become merely automatons or machines.

A type of question used by teachers is the direct question, one that calls for the answer "yes" or "no." It is evident that the teaching value of this type of question depends on the use that is made of it. The direct question used to provoke thought is a failure in this connection. A pupil has a 50 per cent. chance of giving the desired answer without doing any thinking whatever. When a question is supplemented, as it is frequently, by suggestive intonation, change of the voice and a significant look of the eye, the chance of giving the correct answer has reached almost to a point of certainty. Frequently pupils develop a rare keenness in guessing the correct answer from the voice in which the question is given. This form of question is effective when information alone is desired.

A question should never be prefaced by "do you know" or "can you tell me." These expressions merely ask the pupil his ability to answer, and can strictly produce only a "yes" or "no." Questions which can receive for answers only a negative or affirmative should be proposed but seldom, as the disgrace attending an inability to answer consists of one or two monosyllables and never acts as an incentive to the negligent.

The question which suggests an alternative is, in effect, the same as a direct question with its alternative answer "yes" or "no." There is not a large use of this question in the teaching process —neither is it effective. It stimulates guessing but seldom provokes thought. The alternative question is worse than the direct, since it suggests the wrong answer which may make sufficient impression to confuse the pupil when the question arises again.

That question most commonly used is the indirect question. Guessing is reduced to a minimum when this form of questioning is employed, and then the way is paved for responsible thinking. The first prerequisite to effective indirect questioning is a thorough understanding of the main purpose and logical structure of such subject matter. A question in order to be thought provocative must be organized anew with reference to the problem that is being considered.

The teacher who wishes to test the quality of his questions ought frequently to ask himself whether his questions are of sufficient scope. If all the boys can answer every question asked immediately, the questions have not been very successful in stimulating thought. Thinking requires time. An indirect question will be followed not by a large show of hands, but rather by reflection.

Good questions require careful thought and planning on the part of the teacher. To draw out the knowledge which is intuitive, to make the child conscious of his own ability to think, and so lead him little by little to self-reliance and reflection are the first important steps in the work of education.

Natural capacity for teaching and a real liking for the work are factors that bring success, but these aided by art and method can, with less labor, effect more. Natural talent itself varies according to the mood of the individual, and thus sometimes tends towards the wrong direction.

When you consider the length of the school day, the individual differences of the pupils, the necessity not only for maintaining order but for stimulating thinking, then it becomes obvious how important it is to employ right methods in engaging their thoughts. To exercise is to interest the young mind, and whatever tends to keep up this interest diminishes the need of other forms of discipline.

Miss Mellyn, in her course on Pedagogy, used to insist that all lesson plans be written out. This plan was to be not merely an outline but was to contain

practically all the questions that were to be used in the lesson. These plans were then examined by the supervisors. They believed that good questions made a recitation an exercise in thinking, while lack of preparation of questions resulted in a listless class period. When one is dissatisfied with the results of his teaching, he might put the following questions to himself:—

(1) Were my questions clear and concise?
(2) Did they arouse the attention of all the members of the class?
(3) Were the questions thought provocative?
(4) Could every pupil answer some of the questions?
(5) Did each pupil have an opportunity to answer?
(6) Did the children respond by asking questions?

Simplicity is an important element in questioning. When a question requires a complicated answer, some one particular should be selected to form a separate question. Conjunctions should never be employed in crowding several details into one question; too many points presented at once to the mind of the pupil distract his attention and render an answer, if not impossible, at least slow and uncertain.

Some teachers still insist upon hearing lessons, i.e., demanding fact answers. The same purpose may be accomplished and study supervision effected by making use of topical outlines and suggesting projects to be developed. Indeed, this latter method is much more helpful to the child because it stimulates thinking, demands research, comparison, elimination and judgment. These are factors which will help him later in life to cope successfully with given situations that rise from time to time.

The teacher must consider the technique of questioning as well as the form. A teacher can very easily fall into the habit of calling upon bright children almost to the exclusion of the less capable. Supervisors will tell you that a mistake that is commonly made by the young teacher is the restriction of her questions to about one half of the class. It would be interesting for all of us teachers to keep a record for a few days of the number of questions assigned to each pupil. The statistics would surprise us and would probably help us to understand the backwardness of some pupils. When the number in a class is considerable, it is well for the teacher to say: "All who can answer may raise their hands." The teacher can then select a boy he considers among the least likely to answer and without intimating whether the first answer is right or wrong, he can refer to another boy, who, if attentive, will confirm the first answer if right, or correct it if wrong.

Questions should not be given to pupils in any regular order from the beginning to end of the class by rows of seats, or otherwise. The teacher who does this notifies the members of the class that they need not be bothered about their work until their time comes. From the standpoint of good pedagogy it is poor questioning to prefix to a question the name of the child who is to answer it. When a teacher says: "John, will you tell me what trade discount means?"—then all the other Johns and Wills realize there is nothing for them to do.

Repetition of a question is a weakness inherent in some teachers. Boys soon come to know whether they must listen when the question is first put or whether they must listen until the second or third statement before they will be called upon to answer. To repeat a question is to acknowledge either that the boys are not expected to pay attention to the first statement of the problem or that the form in which it was first put was not so good. A prepared teacher will avoid either alternative.

A few other weaknesses in putting questions which it might be well to mention here are:—

(1) The pupil is sometimes allowed to make in the answer unnecessary repetitions of words; in the question: "Who was president of the United States during the Civil War?" to say: "It was Lincoln who was president of the United States during the Civil War."
(2) The teacher repeating the answer given by the pupil. If the recitation is a place where children are to discuss their problems together, then every answer should be addressed to the whole group, and not to the teacher alone. A teacher who repeats each answer cannot expect the boys either to recite to the class or pay attention to the speaker. A good way by which a number of teachers overcome this habit is by taking a position in the centre of the group and not at her desk in front of the class. This causes the pupil reciting to address the group and not the teacher.

Teachers should not monopolize the field of questioning. Pupils should be led to ask questions, otherwise the lesson is more or less a failure. If the boys are thinking, really trying to solve the problem, they will have questions. Questions which the boys ask should be addressed to the class or to some one member of the class. Today some of the best lessons taught end with some of the pupils' questions left unanswered. Such unanswered questions serve as an excellent motivating force for the day's home work and interest in the next day's lesson.

To sum up, questions should be brief, clear, and couched in good English. Yes or no questions, catch questions and conversational questions should be avoided. The ability of the teacher may well be determined by her manner of questioning, for skill in the art of questioning is the basis of good teaching.

The Teaching of Penmanship

By A. F. BENSON
Minneapolis, Minn.

I WAS very much interested in reading an article in the April 9 edition on "Handwriting Can Be Taught," by H. Houston, of New Haven, Connecticut. I agree very heartily with what he says. I know it can be taught in the junior high school. I know also that the aim is to help the pupil to gain the ability to write a page that can be read easily. I thought possibly you might be interested in the way in which we get this result in the Jordan Junior High School in Minneapolis.

When pupils come to us from the sixth grade of the neighboring schools they are able to write a single line fairly well. They have had drill work in a penmanship period. This drill work, however, does not carry over in any marked way in written work in English, mathematics, history, etc. When pupils come to us they are all placed in penmanship drill classes. They remain in these classes only so long as necessary to bring their penmanship in all lines of work up to standard, at which time they are excused from drill work in penmanship until their writing again shows signs of decline, when they are again placed in the drill class. The pupil's penmanship is not judged by the work which he does in the penmanship period, but by the work being done in other classes where written material is required. We employ a special teacher of penmanship. Each teacher in the school is held responsible to see that the penmanship drill which is given during the penmanship drill period is carried out in the written work done in her class. In each classroom there is kept on the bulletin board a penmanship scale by which the pupils can scale their own handwriting. The classroom teacher, when she sees that the writing is not what she thinks it ought to be, has the pupil measure his writing by this scale. Each classroom teacher's attention is called to penmanship not only as to the result, but as to the way in which these results have been obtained. It is her business to look at the page of writing in order to see that it is legibly and neatly written. We have just two grades which we give in the penmanship work, either "satisfactory" or "unsatisfactory." All pupils in our drill classes are "unsatisfactory" in their penmanship work. On our monthly report cards the standing given the pupil by the penmanship teacher is the standing based upon his daily work. You may ask how a penmanship teacher keeps track of the classroom work done by 1,400 pupils. There is time given her to visit the classes to see the pupils at work. Each teacher sends to the penmanship instructor class sets of papers. These sets are not necessarily prepared on the day which they are sent to the penmanship teacher. They may be papers prepared at any time during the week. Papers that come from English classes are sent on definite days each week as are sets of papers from other academic classes. The pupils, of course, know that on a certain day their papers are going to the penmanship teacher, but they do not know what day's work will be sent. One result of this plan, as you can easily see, is to have each teacher in the building feel her responsibility in the matter of writing. It also gives the special penmanship teacher time to see the group work as well as to give instructions on the drill side.

Under this plan the pupils who come to us from the grade schools are a little discouraged when after having received an "A" grade in penmanship work to find themselves graded as unsatisfactory. It is not because the work has been poorly done. It is because we expect the child to perfect his work so as to be applied to other subjects than penmanship. This is true also in subjects other than penmanship. When we emphasize the application the pupils realize it, and very soon recover and find themselves receiving a satisfactory grade. Pupils will give you about what you expect. If, in the case of penmanship, you expect good work in the drill period and pay no attention to it when it is used in other work, the pupil will give good drill work and poor general work.

The result of our plan as we have carried it out for the last eight years is that our building usually ranks much above the scale that was worked out for the country at large.

While we are emphasizing the application of penmanship in the Jordan Junior High School it does not mean that I am fully convinced that the amount of time given to penmanship work is well spent.

I sometimes wonder if we are not making too much of a hobby of the matter of penmanship, but this is a problem for another discussion.

Character is what you take to Heaven with you.

—Mary McSkimmon, Boston.

Don't Diet Mentally

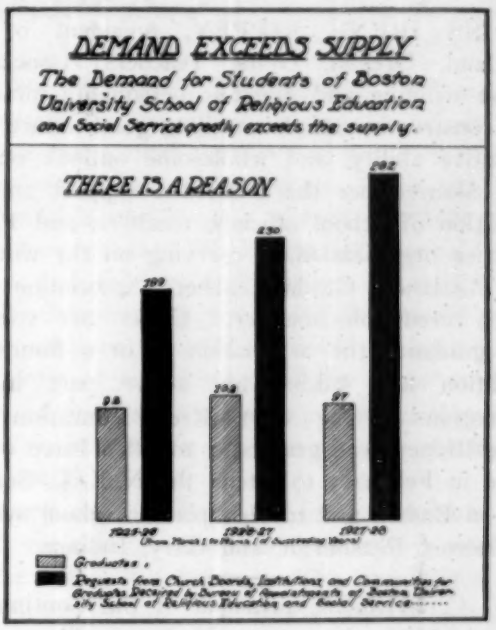
By EMEROI STACY
Portland, Oregon

THE School Library is the cafeteria of the brain. The "help yourself" plan is followed, but one is expected to profit by his food, or he is not allowed to eat in the cafeteria. Payment has to be made by showing the teachers how much one knows—or doesn't know.

The establishment lacks tablecloths, dishes and silverware, but it is well-equipped with tables and chairs. In one part of the library can be found good substantial brain foods in the form of history, science, and books of geography and travel. This food is not palatable to all, but it is absolutely essential to the growth of the gray matter in the brain. Superintendent Charles Rice, Portland, Oregon, says that the reason many men are bald is because they have not enough gray matter in their brains to nourish the roots of their hair. Few women suffer from baldness.

The nature books, useful arts and fine arts come under the head of salads and vegetables. Fiction, poetry and good magazines are delicious desserts. The only implements used in this cafeteria are the eyes and the brain.

All gather around the board to get food for thought. A person has to remember his table manners, though, or the library teacher may politely dismiss one from the table to resume his meal elsewhere.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What Shall We Teach?

By RANDALL J. CONDON

Teach the fundamentals in education; interpret life in terms of life; combine books and things, work and study. Teach honor, duty, courage, faith, hope, love of home and of country, reverence for God. Teach self-denial and self-reliance; love of work, joy in service, satisfaction and strength from difficulties overcome.

Teach reading, writing and arithmetic, of course, but not as fundamentals, except as in learning one is taught to know that the sum of one's happiness cannot be obtained by subtracting from others; and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need.

Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship.

Teach history, that against its grey background of suffering and sorrow and struggle, we may better understand the present and may project a finer future.

Teach civics, to make strong the ideal of liberty and justice, and to make free, through obedience, the citizens of a republic.

Teach science, but always as the handmaid of religion, to reveal how the brooding spirit of God created the world and all that is therein and set the stars in their courses.

Teach music, art, and literature; reveal beauty and truth; inculcate social and civic ideals.

These are the real fundamentals in education, for "character is higher than intellect," and the soul shall never die. —Selected.

Personal and Professional

MISS IRENE RIPPEY, president of the Portland, Oregon, Grade Teachers Association, whose winning and dynamic personality, practical and constructive mind, unfailing good nature, rare executive ability, and wholesome outlook on life have assured her the undivided support and co-operation of school officials, teachers, and Parent Teacher organization, is carrying on the work of the Portland Grade Teachers Association in a highly creditable manner. Under her stimulus and guidance the association is in a flourishing condition and taking an active part in the promotion of the Curtis-Reed Education Bill. Miss Rippey was granted a month's leave of absence in February to attend the N. E. A. Convention in Boston and to visit platoon school systems in Detroit, Pittsburgh, and Gary, Indiana.

W. C. SIEKER, principal of the Continuation School, Milwaukee, is entitled to a large share of the fame of R. L. Cooley in the creation of the most remarkable city institution for part-time study-work plan in the country.

Mr. Cooley is as effective a speaker as can be put on any platform. He has the greatest report to give of any man in educational work. He is president of the Wisconsin State Association and of the American Vocation Association.

There is no question but that the marvelous, almost miraculous achievement in Milwaukee is due to Mr. Cooley's vision, statemanship and skilful sagacity, but Mr. Sieker joined him in 1913 soon after the scheme was in action, and every hour of every day he has kept the machinery in perfect condition, always oiled, the spark plug always clean, and sparking.

Mr. Cooley never fails to give full credit for all this, but that cannot be passed on to professional glory. We sound the praise of Mr. Cooley far and wide, but when we are there we get the magnetic thrill of the man, who has his hand on every detail, as successful in ohmage as in voltage, in overcoming all resistance as in providing hydro-electric power.

JOSHUA M. DILL, long master of the Andrews School, Boston, retired a few years ago, died in Brockton recently after a brief illness. He was one of the best known elementary principals of New England, but his passing is an exceptional reminder to me of the years long gone by. We have referred more than once in these pages to the fact that the Boston fire of 1872—fifty-six years ago—changed the whole current of my life.

The last building to be burned in that fire was 10 Milk street, and the corner of that building left standing carried for several years just these words: "Winship, Bassett and Dill, Publishers."

Gardner Bassett, also a Boston master, died several years ago, and now Mr. Dill passes on, both young men when we had great expectations.

The famous opening of our business was delayed by the horse distemper, which was the cause of the Boston fire, which was the reason that our business never opened.

The friendship of the three was life-long, and the passing of the youngest of us is our only excuse for referring to an important incident in our life.

HENRY BALDWIN WARD, professor of zoology, State University of Illinois, Urbana, was enthusiastically elected president of the Izaak Walton League at the annual meeting at Omaha. Dr. Ward is always heroically protecting American and Canadian lakes and streams from all harm to fish, and with equal zeal promotes every interest of sportsmen.

W. R. SKILLMAN, superintendent of Kane, Pennsylvania, who died recently after a brief illness, was a vital civic and social force as well as a noble educational influence. Kane has had several superintendents who have made a place for themselves in larger cities, and Mr. Skillman was a man of special promise. His death was a shock to the community and a loss to the profession.

HENRY G. DOYLE, dean of men, George Washington University, and head of the Department of Foreign Languages, who has been the editor of the Foreign Language feature of the Journal of Education for several years, is now a "Current History Associate" of Current History, published by the New York Times, and contributes a monthly summary of events in France and Belgium.

M. L. PITTMAN and family are spending the year in European travel, especially visiting all points of educational interest and importance. Dr. Pittman, a native of Louisiana, attracted professional attention on the faculty of the Oregon State Teachers College at Monmouth. He did much educational campaigning, and was universally appreciated.

At Aberdeen he demonstrated his philosophy about zoning, which developed into his famous book (American Book Company), which has sold 100,000 copies.

He has been with Charles McKenney at Ypsilanti as head of the country life work in the college and in the field.

The Historical Basis of World Goodwill Day

By FANNIE FERN ANDREWS
Boston

JUST twenty years ago, in 1908, the writer published for the American School Citizenship League its first program for the celebration of the Eighteenth of May. This anniversary, which was designated as Peace Day two years before by the United States Commissioner of Education (Elmer Ellsworth Brown), commemorates the opening of the first Hague Peace Conference on May 18, 1899. This historic event, which was the first gathering of the nations in time of peace for the consideration of means of settling international differences by peaceful methods, followed by the Hague Conference of 1907, laid the foundation for the subsequent developments in world organization.

Covering the span of years since 1899, history records on the one hand a tragic reversal of the ideas of arbitration and friendly adjustment of international relations on which the Hague Conferences centred; and on the other hand, a startling growth of new movements which since the war have been striving to realize the world's desire for peace and understanding. Indeed, this extraordinary growth of new activities aiming to promote world amity is the one distinctive feature of the post-war period. National and international societies have sprung up with a spontaneity hardly dreamed of before the war, while many organizations of long-time standing have accelerated their pace to keep abreast of these new and virile efforts for world good-will.

Pre-eminent among these activities, and perhaps more far-reaching than any of them, are the post-war educational efforts to promote the spirit of international goodwill. At the Peace Conference itself education assumed a constructive role. At the suggestion of the United States Commissioner of Education, authorized by the Secretary of the Interior, the writer represented the United States Bureau of Education at this world gathering; and, during the conference, presented to the League of Nations Commission resolutions embodying the idea of an International Bureau of Education, such as the United States had sponsored before the war. There was an amazing unanimity of opinion, expressed by various groups at Paris, that an International Bureau of Education should be included in the peace treaty. The United States Army Educational Commission was openly articulate in supporting the plea for a united world through education; and the idea was reinforced in the cable received from the Department of Superintendence of the National Education Association. British opinion supported the American viewpoint, resolutions of like nature having been sent from the Workers Educational Association and the National Union of Teachers of Great Britain.

In 1923 the World Federation of Education Associations was organized at San Francisco by representatives of fifty nations, and one of the outstanding resolutions designated the Eighteenth of May, World Goodwill Day. In 1925 and 1927 the biennial conventions of this Federation were held respectively at Edinburgh and Toronto, the objects of which, as definitely adopted at Edinburgh, are "to foster the dissemination of information concerning the progress of education in all its forms among nations and peoples, to cultivate international goodwill and to promote the interests of peace throughout the world."

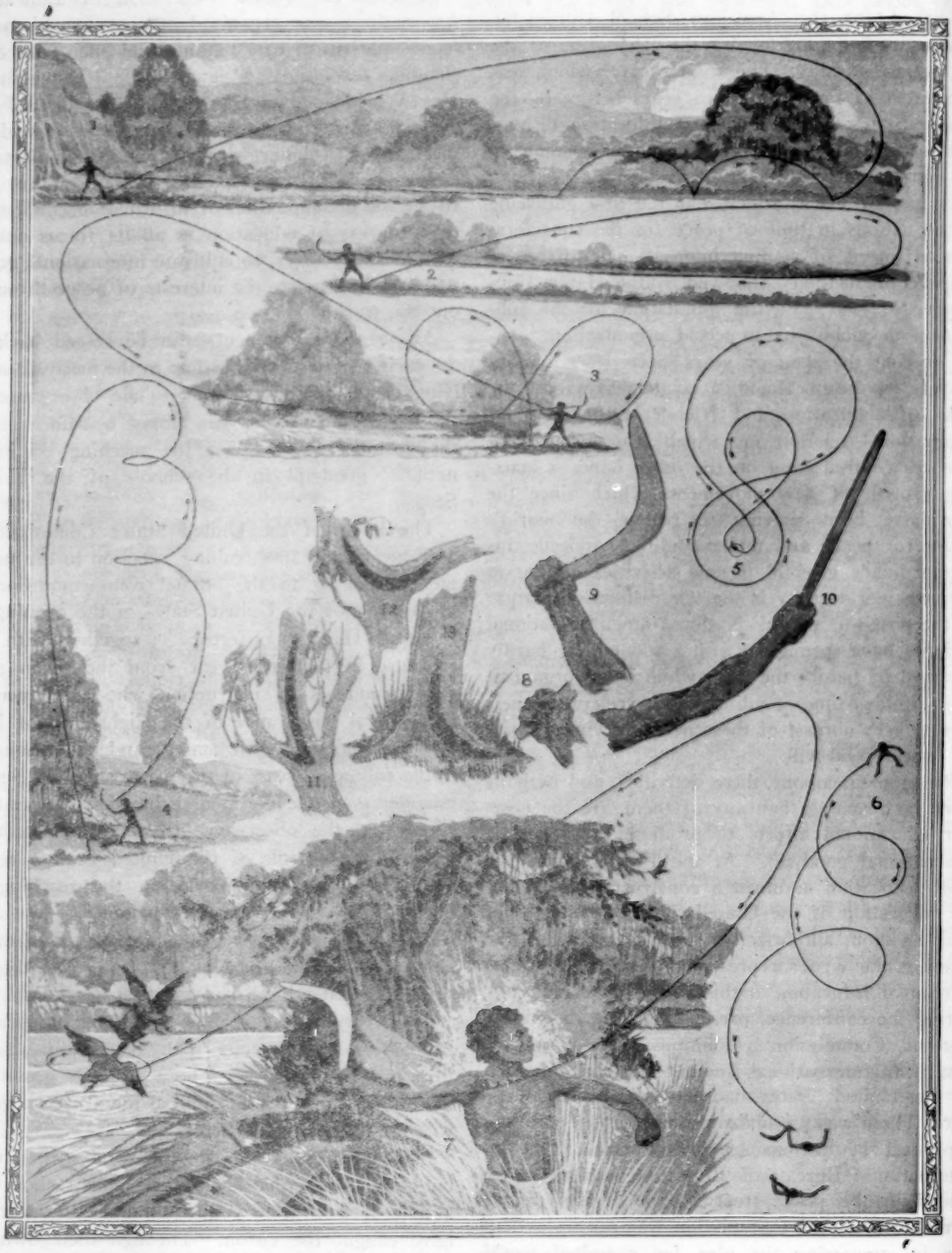
All these developments can be traced back to the early reaction of education to the motive underlying the Hague Conference. The observance of the Eighteenth of May can almost be said to mark the formal beginning of the teaching of international goodwill in the schools of the United States.

The letter of the United States Commissioner of Education in 1906, calling attention to the movement "looking to the annual commemoration in the schools of the United States of the opening of the first Hague Conference"; together with the response in the same year from the seven state superintendents of instruction who recommended the general observance of the Eighteenth of May in the schools of their states; and the resolution in the following year, of the Department of Superintendence of the National Education Association, supporting the observance of the Eighteenth of May in the schools of the United States—represent the earliest landmarks in the teaching of international friendship and goodwill.

The making of programs for the celebration became an essential part of the plan, and each year since the writer published the first Peace Day program twenty years ago, a new program has appeared. Moreover, simultaneous with the Eighteenth of May programs, there has been a steady growth in the building up of a substantial literature on goodwill teaching in the schools.

One can hardly estimate the result of all this; but it is evident that the future must reckon with a new factor. The youth—all over the world—have caught the vision. Through their own organizations they are encouraging contact between the youth of different nationalities; and the governments are assisting them by offering special traveling facilities, such as the reduction of railway fares, collective passports, etc. More than this, the youth have courageously assumed a definite responsibility for establishing world fellowship.

WHAT AN AUSTRALIAN CAN DO WITH A BOOMERANG



The Australian "black fellow" can make his boomerang do all these things. In No. 1, he shoots it ahead of him so that it strikes the ground, makes two loops and then one grand loop through the air back to his feet. In No. 2, it sails through the air and comes back again without touching the ground. In Nos. 3, 4, 5, it is executing various other air maneuvers more complicated than those of the bird-man. No. 6 shows how a boomerang with a hook at the end can be made to catch on the shield of an opposing warrior and hop right over at him. In No. 7, the native concealed from view is "shooting" a duck. Figures 11, 12, 13 show how boomerangs of different shapes are cut out of trees.

The above illustration is from page 465 of Compton's Pictured Encyclopedia, published by F. E. Compton and Company, Chicago.—*Adv.*

Boomerang Demonstration

By A. E. WINSHIP

I HAVE been an ardent champion of illustrations in school work ever since I became interested in teaching, but I have seen nothing so illuminating in illustrating as the accompanying page illustrating some of the things, "An Australian can do with a boomerang."

I have used the word "boomerang" for years as though I understood its meaning, for I knew that a boomerang would come back mischievously, but it had not occurred to me that there are several kinds of boomerang—for war, for hunting, and for amusement—varying in size and proportion. The well-known "return" boomerang is chiefly used as a toy. This motion is produced by the action of the air on the bulging side of the boomerang. The other types of boomerang are effective weapons because of their size and irregular motion, but they do not return to the thrower. It is said that the native Australian uses a boomerang with such remarkable skill that he can almost cut a small animal in two at ranges within four hundred feet. A war boomerang does not return to the man who uses it, though it can come back to the feet of the thrower, but never harmfully.

No artist in the use of words can describe any of the gyrations of a boomerang, but an illustration makes it perfectly clear.

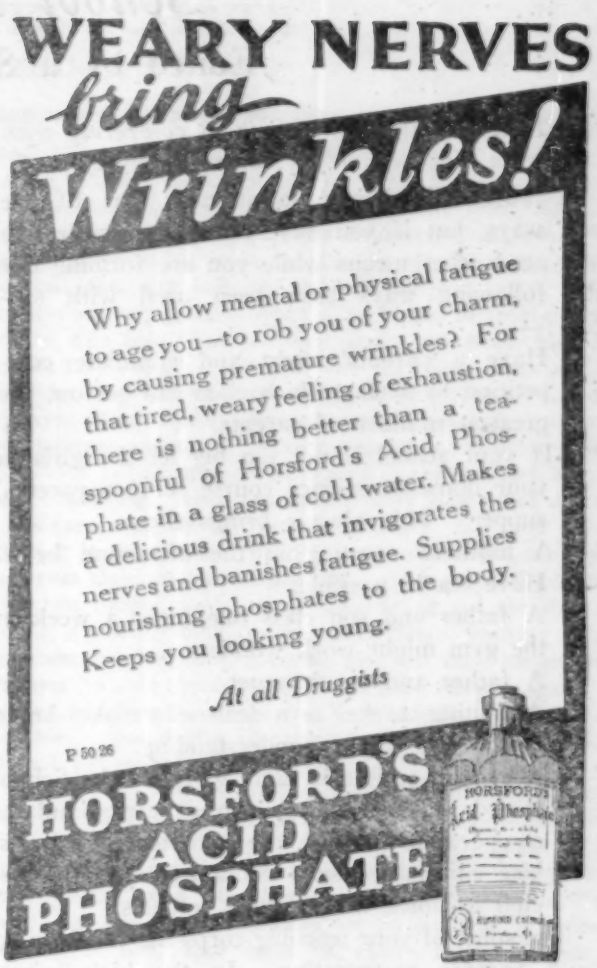
Schools have never used pictures a hundredth part as much as they should be used. Magazines and daily papers have gone far ahead of the schools in this respect. A professor at Chicago University has made an important "measurement" regarding children who get the general information on which they get a high Intelligence Quotient. He makes it entirely clear that the school does practically nothing for them in the matter. They get their general information from advertisements, illustrative circulars, magazines, newspapers and real life.

Illustrations should illustrate, should be illuminating.

Happiness

By EDMUND VANCE COOKE

The little it takes to make life bright
If we open our eyes and get it,
And the trifle that makes it black as night
If we close our lids and let it.
Behold as the world goes whirling by
It is gloomy or glad as it suits your eye.
As it suits your eye, and I mean by that,
That we get what we look for mostly.
You can feed your happiness full and fat
Or make your miseries ghostly,
Or you can forget every joy you own
By coveting something beyond your zone.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The Godlike Gift of Teaching

By EUGENE BERTRAM WILLARD

Chelsea, Mass.

Work on, O pedagogue, poverty's cold blast
Ne'er reached the garden where thy pedagogical hopes are blooming;
Round drops of sorrow, falling thick and fast;
Dark clouds of grief above life's valley looming
Ne'er waked thee from thy holy, happy dreaming—
Ne'er dimmed the sunny pedagogic skies above thee beaming.
But those teachers whose souls have braved affliction's storm,
Whose lips have tasted deep the cup of sorrow,
Still battling bravely in the struggle warm,
Still hoping for a brighter, better morrow,
Brave pedagogues! they are ready when the great world needs them.
The pedagogic cause finds them, proves them, hears them, reads them,
The poet loves to bid wild fancy roam,
Creating for itself a world of beauty.
O poet! call that power creative home
To walk the higher, holier path of pedagogic duty!
Plead thou the cause of the nation's children needy,
And help to bring deliverance sure and speedy;
So shalt thou lay rich treasures up in Heaven;
For to this end thy Godlike gift of Teaching was given.

School Problems

Edited by a School Executive

124. How can we get parents to co-operate with the high school? (North Carolina.)

A Parent-Teacher Association is one of the best ways, but if you have no such organization and need other means while you are forming one the following ways have been used with success:—

1. Have a parents' night and stimulate competition by seeing which class can get out the greatest number of parents.
2. If your school is not too big let the girls in your domestic science course serve a parents' supper. This always brings them.
3. A mothers' meeting in the afternoon helps. Have tea if possible.
4. A father and son class one night a week in the gym might work wonders.
5. A father and son banquet.
6. A visiting teacher or a dean who makes home visits clears up misunderstanding.
7. A general education night given by the School Board at the opening of the year stimulates co-operation between the parents and schools.
8. Use citizens on such committees as athletics, club exhibits, and various contests.

The spirit of your teaching corps has much to do with parents co-operating. In the high school the focus on subjects lessens the human influence and weakens the bond between home and school. The spirit of "How can I help you?" if radiated constantly and intensely by the teachers not only in the school but in the community will win confidence and co-operation, but it has to be a conscious, deliberate effort. This is a very weak spot in high school management. The relations on the part of the teacher toward the pupils and the people should be more sympathetic and personal. The men and women in our high schools need to stress their understanding of the human side of their work and their great desire to serve.

125. Do you think it fair to give the same teacher the C or D class every year? (Massachusetts.)

Not if she objects. If she doesn't want the class or feels imposed upon, then I should say under no consideration let her touch it. She has the wrong attitude to attack the job.

With this slow group is needed a teacher with great understanding and sympathy, one who has a real love for children, who can see in these children's greater dependency her opportunity for a great social contribution. One of the troubles in teachers taking these classes is the dread of having their results compared with those in A and B classes. This, of course, is absurd, for the result is the growth in the children as a class and as individuals from the time they come to the teacher at the opening of the term to the time they leave her. And this growth has to be rated in the light of their intellectual capacity. This is the only fair way to check results. There can be no parallel check with A or B classes. I feel if we had a clearer, surer understanding on this basis we might find more teachers anxious for the slower groups. If you have to put reluctant teachers into such classes temporarily then the hope is to sell the idea of their opportunity to them, work closely with them, giving them recognition and inspiration and studying the pupils with the teacher for individual adjustments. Some seeming slowness is maladjustment and lack of special opportunity.

126. Are not we public school people somewhat to blame for the rapid rate at which the virtue of gentleness is going out of fashion? (Virginia.)

I am not sure that what you call "the virtue of gentleness" is going out of fashion. Perhaps it is taking on a newer color, a sportsmanship that makes us think it is lost. I see a slipping away of smallness, pettiness, cattiness, and a bigness, a forcefulness taking its place, but, after all, bigness and force can be gentle. In times of irritation or when our youth feels wronged I think they do lack the resignation of past generations. They refuse to refer it to time, higher power, or fate. No realm of magic for them, but I am not sure that that is anything to regret if they are kindly considerate. To illustrate: Not long ago on a ball field where some high school boys were practicing I saw a boy take advantage, do a mean thing to another. The boy wronged flew at the wrongdoer. There was lack of patience and self-control. No gentleness there. But before he could reach his foe the captain had him by the back of the neck. Holding him firmly, he said: "Quit feeling. Use your head! True, it isn't very large, but it will grow with exercise, you know." Then the understanding grin was passed. Turning to the wrongdoer, that boy captain said: "How do *you* get that way? Walk!" And believe me, in a silence you could cut, he walked. No pastel, pollyanna gentleness there, but there was a bigness, a fineness that is protection and gentleness of a sure kind. It is the kind that goes with today and the only kind we can make grow in the mind of present-day youth who refuses any reference he cannot understand.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Prince Who Found Himself—I

There was once a very vain prince who stood many hours each day before a mirror, admiring himself. The prince's father, who had risen to the throne through great suffering and struggle, saw the actions of his son with sorrow, for he knew the foolishness of all this and dreaded the thought of leaving the welfare of his people in such selfish hands. He, therefore, called his wise man to him and said: "Friend, my son is vain-glorious and thinks of nothing but himself. I fear wealth and power have been the ruin of the real man in him. Is there anything we can do to bring him to his senses?" "I have seen what you have seen," said the wise man, "and I have thought out a plan. Tonight your son and I start on a long journey." "It is well," answered the king. "He is in your hands to do with as you wish." That night two figures went out through the castle gate. One was the wise man and one the prince, and scarcely had the gate closed behind them when robbers fell upon them and seizing them roughly, hurried them away. When they felt themselves safe from pursuit, the robbers paused and lit a lantern and the chief handed it to the prince, saying: "Carry it shoulder high before your face, so that the rest of us can see our way. Behind you walks a man with a long lash. Lower the lantern but an inch and you shall feel the sting of the whip upon your bare back." With the prince at the head the robbers moved on again. To all save the prince, himself, who carried the light, the way was plain and safe, but because the glow of the wick was in his eyes, all else was blotted out, and he stumbled often, and often fell, bruising his knees on the rocks and scratching his cheeks on the thorny horse briers.

When the moon was quarter high the robbers came to a cave at the foot of a rough hill. The chief approached and taking away the lantern thrust the prince and the wise man roughly in through the dark opening, sealing it behind him with a huge stone.

(To be continued.)

The Prince Who Found Himself—II

When all was still, the prince groaned. "Son," said the wise man, "we must bear all without complaint. I would not have these low robbers hear the son of the mighty one groan like a weary child." "That is all very well for you to say," answered the prince, "but you did not have to carry the lantern before your face; you did not have the blinding glow of it in your eyes, blotting out the way and causing you to stumble at every turn." "Most true," said the wise man, "but remember you are the king's son."

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That night there was great commotion outside the cave. Men fought each other in the blackness and there was the sound of swords falling upon shields. The next morning other robbers came to the cave and rolled the rock away. Placing leather thongs upon the prince's wrists they sat him in the sun and fed him rough food. And as the prince ate, a strange thing happened. A man came hurrying out of the woods dragging a fair youth after him. "This foolish fellow," said the robber to the chief, "has hidden his gold and will not tell me where. What shall we do?" "Tie him to yonder tree," said the chief, "and beat his bare back until he tells us all." At the sight of the youth the prince sprang up. "Villain," said he to the chief, "when I am free I shall have you hung for this." "Aye," said the chieftain, "'When' is a peculiar word. It is often followed instantly by 'never,' but since you have shown a spark of bravery befitting a king's son, you shall live, but lest you think me weak-willed you, yourself, shall lay the lash on this youth's back." "That I shall never do," said the prince. "Blow for blow, then," said the chief, "for every stroke you refuse to give, you shall receive one yourself. Strike!" The prince glanced at the old wise man. "Son," said he, "if I were to concern myself with your bodily welfare, I should say: 'Strike!' also, but since my great concern is for the spirit that lies in you I say: 'Strike not!' for he who bears his brother's lash is raised up in victory, even though his body be beaten to the dust."

(To be continued.)

The Prince Who Found Himself—III

Seven times the stinging lash fell across the shoulders of the prince, then a stranger thing still happened, for the youth with shining eyes said to the chief: "What is my gold against this man's sacrifice? Come, you shall have it all." "This day," said the wise man to the prince, "you have grown mightier, for you have borne the burden of another." "All in vain," said the prince, "for his gold is lost to him." "Not in vain," said the wise man, "for in losing his gold to save you, he also has grown rich in the precious treasures of the spirit. There is no loss in all the world, my son, but the loss that the spirit suffers." When night came, the robbers moved on once more, mounting higher and higher into the hills. Once again the two were thrust into a cave, but this time the king's son did not groan. When morning came as before, the two were seated in the sun and fed; then the robber chief approached and said: "Here is a paper for you to sign. Read it lest hereafter you can say you signed that which you did not understand." Spreading out the sheet the prince read: "Dear Father: If you love me give to this messenger the half of all your treasure that I may be free." When the prince had read the paper he tore it up, saying; "I shall not sign. Do with me as you will." Before the chieftain could reply, two robbers came rushing in dragging a girl between them. "Master," they cried, "she has sent a messenger to the king informing him and even now the soldiers are on our trail." As he listened the chief frowned. "She deserves death," he said, "but lest any others of the country people follow her example let her be branded on the cheek and turned loose as a warning of our power among them." "Villain," cried the prince, struggling to his feet. "The day will come when I shall free this country from your curse. On that day you will hang from the tallest tree on this mountain side." "Bravely spoken," said the chief. "Your words deserve reward. You, yourself, shall have the pleasure of branding this girl's cheek." "That I shall never do," cried the prince. "Then the iron will be set against your own cheek in place of hers," said the robber.

(To be continued.)

The Prince Who Found Himself—IV

That night the prince sat in gloomy silence in the cave. The wise man touched his arm gently. "Son," said he, "think not too much of the brand upon your cheek, for when the truth is known it shall be a badge of honor, such as no king has ever worn. No golden star upon your vest or jewel in your crown will so endear your people to you as this mark upon your face. You are too young as yet to know, but I tell you, that the faces of the noble ones bear many a precious scar."

As the old man spoke there was a rustle as of some one creeping through dry leaves beyond the stone that closed the cave. Then a whisper came to them. "Be of good cheer," it said, "for the country people have risen up against the robbers. You will soon be free!" and even as the words came, the night was filled with shouting and the clash of swords, then there came the swift rushing of many feet, and the stone was rolled back and eager hands tugged at the bonds to set the prince and wise man free. And then, once more, the wise man stood before the king, and the king said sternly: "Did you not know better than to lay hands upon the prince in this way?" "Sire," answered the wise man, "have I ever been false to you?" "Never," said the king, "save this one time, but in exposing the life of the prince as you have done you have wracked my soul." "Then know," said the wise man, "that I planned far differently; the real robbers coming in the first night and seizing us by force from the hands of friends. Of this the prince knew nothing, neither shall he know, unless you tell him." The king smiled. "All this is known to me," he said. "I did but try you." That night the prince came and sat beside the old wise man, and the two talked of what had happened. "Son," said the wise man, "do you not see the meaning of the lantern held before your face? Is it not like pride that we hold up before us as we walk, blinding ourselves to all the dangers of the way? Do you not see that therein lies the reason why pride goes before a fall? But, behold how different all is when the lantern wherewith we light our path is held behind us as we walk. How the path brightens; how the pitfalls show themselves to us, how mightily the shadows of our legs go on before, bespeaking the greatness of him who follows. Son, I have seen the shadow of the head and shoulders of a man who traveled thus, stretched out upon the very clouds of heaven, a symbol of the high regard in which all people held him. Let thy light burn brightly, but hold it not before your own searching eyes."

Sunshine and Song

Wednesday was beautifully clear and warm. The air was full of sunshine and the song of birds newly returned to start another spring. Thursday was overcast and cold. There was no sunshine and no call of bluebird to thrill the soul. And yet, as I passed down the little wood road that leads along the margin of the lake to the vine-covered station where I take the train, I knew that while the songs were hushed the singers of the songs were all about me in the bleak, leafless woods that crowned the hills. It was a comforting thought. Though I could not hear the melody, the singers of the songs of yesterday were very near at hand. It has always seemed to me that life moves on in obedience to one great law. The law that we find working all about us in the woods, the fields, the stars, we find working, also, in our own lives, moulding us and making of our poor beginnings endings that are as full of sweetness as the flowering of the plant or the singing of some beloved bird.

As we go on through life we should carry with us this lesson of the stormy days. It is so full of cheer and hope and certainty. We may not hear the songs we love to hear, but we know the singers of the songs are near at hand. Just as the hushes of song wait on the coming of the sun, the smile of the golden day, the clear happiness of the bursting spring, so the songs we love to hear in our spirit world wait on the sunshine that we spread around. If we walk, forlorn, through cold and darkened weather, it is because the sunshine of our own lives has not gone forth glitteringly into the spirit worlds about. Around him whose heart is full of spring-time gladness, whose spirit rises with him each new day, a warming sun, whose words are calls of happiness and whose smiles are flowers along the pathway that he treads, you may be sure there is never any lack of answering song—the singers of the songs one loves to hear are ever very close at hand.

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EDUCATION IN ACTION

End Classroom System, Urges College Dean

Abolition of classroom recitations for many college students and the substitution of supervised independent study, was advocated by Dean L. P. Sieg of the University of Pittsburgh in outlining a situation which he holds would aid the work being done in American universities. Classrooms, Dean Sieg declared, are "vastly overrated" as a means of primary education. A method which would leave the student free to pursue his work independently, with the guidance of trained instructors, would be preferable, he believes. Dean Sieg's proposal embraces close supervision of freshmen during the first few weeks of their study. Those found to be capable of independent work would be placed in a separate group, which would make periodic reports to an instructor for his check upon their progress. "Passing to the sophomore year, if a student knows what he wants to do, let him start upon what we might call his major subject," Dean Sieg said. "This will occupy his central interest throughout the remainder of his college work. He will move along just as fast and far as he can go." Students would be graduated when their work reached satisfactory standards, Dean Sieg added.

Mental Hygiene In Public Schools

A department of mental hygiene is included in the program of the Los Angeles schools. It comprises a psychological clinic, counselor service, special classes for different types of children, special teaching material for such classes, and a demonstration nursery school.

Broken Doors Less Numerous

"I don't know anything that will test one's own sanity more than to attend a meeting of progressive educationalists," recently declared Dr. Alfred E. Stearns, headmaster of Phillips Academy, Andover, Mass., in explaining his stand for not introducing educational "fads and novelties" into the school. "We're not going to lose our stride by going after false gods whose values have not been attested." He said, however, that he and his associates were watching the development of this new form of so-called progressive education and were interested in it. "We still believe that some good, hard, stiff work makes intellectual and moral muscle," he continued. "We want to make it tough, if necessary, in order to make joy in achievement." He said the standard by which the students now had to work was much higher than when their fathers went there, and he questioned whether some of the fathers would have passed the test had the same high standards prevailed at that time. Concerning the behavior of students of today as compared with those of the past, he said that there were not so many doors broken in the dormitories because the boys of today were taking more to athletics.

English Contest Won by Girl

The English contest conducted by the Kansas State Teachers' College in which 76,288 pupils qualified from 767 schools, was won by Miss Alice Beekman, fourteen-year-old high school girl of a possible 150. Her principal en- of Blair, Neb. Her score was 140 out thuses over her, states that her average marks are 95 in all studies, and yet she is no grind. "The English contest was not difficult," she asserted. "I was rather surprised to learn that I had won, as Latin really is my strength in study. I expect to go through college. My two sisters attended the University of Nebraska." Her parents operate a dry goods store in Blair. Miss Beekman is a rugged, healthy, active girl, plays basketball, is a skilled musician and a staunch churchgoer. "Faulty English is inexcusable," she declares, "and the use of such by those who should be accurate proclaims the slack, careless and shabby mind. Slang is atrocious."

Personal Charm Taught in Class

A "charm class" for the cultivation of good manners, taste in dress, voice, good English, and other attributes of personal charm that are of practical importance to business and professional women, has been organized in the night school of Lafayette Junior High School, Los Angeles, Calif.

New Blackboard Demonstrated

Blackboards of translucent ground glass, lighted from behind, are proposed as a substitute for the opaque black surface familiar to every schoolchild. Professor W. Weniger, of Oregon Agricultural College, has demonstrated this new blackboard and is using it teaching his physics classes. The old type of blackboard is difficult to illuminate so that all the room can see, while the ground glass, lighted from the rear electrically, allows everything chalked upon it to be seen from all parts of the room even when a combination of daylight and artificial illumination is being used. Erasing on the new "blackboard" is easy.

Farthest North School Burns

Dog team, radio and cable brought the news to the United States that the farthest north schoolhouse in America and probably in the world burned to the ground January 18. The schoolhouse, operated by the United States Department of Interior at Point Barrow, Alaska, was valued at $10,000. The seventy-two children, practically all of them Eskimos, now are going to school in a vacant store building. The school will be replaced this summer as soon as the schooner Boxer can reach Point Barrow with carpenters and lumber.

South African Boys To Visit England

A party of fifty boys from South Africa will visit England next summer under the auspices of the Transvaal School Journey Association. They will see London, Edinburgh and other places of industrial, historic and scenic interest. The tour is made possible for some of the boys by scholarships given by wealthy Johannesburg people. The English School Journey Association is co-operating in making arrangements for the party while in Great Britain. The Transvaal association, within the last ten years, has organized school journeys for 30,000 school children to places in the Transvaal.

Hawaiian Students Start Co-operative

Students of the Konawaena, Hilo, T. H., High School agriculture class have organized a "co-operative marketing association" in an effort to understand the marketing problems that will confront them when they enter business. They will market their eggs and poultry under systems that are employed in much larger projects. The students will also buy their feed in large lots and divide it, thereby saving both on transportation and the actual cost of the product. They will also attempt to grade the produce, and thus learn standardization.

Boston Woman of Fifty Evening School Graduate

Mrs. Mary Riskin, aged fifty, the mother of three children, including a daughter who is a college graduate, and stepmother also of two children, received a diploma recently from the Phillips Brooks evening school, Boston, in recognition of the completion of the course there. For five years Mrs. Riskin attended the evening school faithfully three evenings a week. She never missed an evening unless it was absolutely necessary, although she was obliged to walk quite a distance to the school on the worst days of winter. Now, after she has gone through these years of sacrifice, she says: "I wouldn't exchange my evening school for the best show or amusement." This is typical of the sentiment of thousands of others who come from lands where they had no opportunity to attend school and who are obtaining their education in American evening schools. Mrs. Riskin, when she came to these shores from Vilna, Russia, at the age of fourteen, had never been to school, but when she arrived in the United States she determined to get an education. She is planning to continue on to high school, where she will specialize in English.

A Princess Goes to School

Among the 900 students of the famous old Dutch University of Leyden is a young lady called Louise van Buren, but who in reality is Princess Juliana, destined to be queen of all the other students and of all the other citizens of The Netherlands. On her eighteenth birthday last year she received a palace of her own. Also, she became possessed of a standard, a civil list and a seat in the council of state. The civil list is for expenses and amounts to $80,000 a year. Princess Juliana, to simplify matters, assumed the name of van Buren, which also belongs to the family, upon entering the university. She demanded her incognito be respected—that she should not be stared at, kowtowed to or especially noticed by her fellow students. But she cannot keep her identity hidden, for she looks too much like her famous mother, Queen Wilhelmina. The young princess has long been a student. Besides Latin and Greek she has studied all the leading modern languages, history, mathematics, geography, history of art, political science, economics and anthropology. But her hobby is music—a little unusual for the Dutch taste. She sings and she has adopted the violin for her instrument. She has not yet made a reputation as a performer, but as a critic she has made her influence felt. Juliana is the only child of the queen. On her life depends a great deal. Her death would greatly affect the government, and might mean the end of the monarchy. Should she die the constitution provides for the appointment of a king or the declaration of a republic. Either step would be a mighty serious matter for the Dutch people, and other nations of Europe would be very much interested in the outcome.

School Teacher Wins With Poem

Frances Ann Johnson, a young school teacher of Littleton, N. H., has been awarded first prize in a contest sponsored by the National Life Conservation Society. The contest was the feature of the seventh annual observance of Conservation Week, held under the auspices of the New York State Federation of Women's Clubs. More than 1,100 poems were submitted from every State in the Union. Miss Johnson chose for her subject, "Franconia Notch," in the foothills of the White Mountains. The purpose of the contest was to focus more closely the eyes of the public upon the beauty of the natural scenery of the United States and to stimulate its preservation. Miss Johnson received her award in New York City. She teaches in the fifth grade of the grammar school in Littleton.

Search for Defects Of School Children

From the examination of the college youth a half century ago medical inspection has filtered down to children of school age, and the last few years have finally seen its application to those who are not yet old enough to enter school. For years the schools of Germany have been refusing admission to children found physically unfit, but it is wiser to see that the child is examined and prepared before he is presented at the door of the schools, says the Bureau of Education. Another recent advance in school health work, important from every point of view, has been the taking of the parent into the confidence of the school by inviting him to be present at the examination of his child, thus securing first-hand information as to his history and home life and saving much of the time-consuming and expensive home visitation of the nurse for explaining the purpose of school health work and the results of the physical examination.

Music to Reach Twelve Million Children

Walter Damrosch, twenty-four years conductor of the New York Symphony Orchestra, has announced that he will broadcast next winter a series of twenty-four concerts designed to aid in the musical education of the youth of America. The concerts will be broadcast during school hours and will be presented by an orchestra formed of members of the New York Symphony and the New York Philharmonic. The musical educational program was decided upon, Mr. Damrosch said, because of the thousands of letters of approval from children and school teachers which followed the broadcasting of an experimental program early this year. Mr. Damrosch said he expects to reach an audience of 12,000,000 to 15,000,000 children. Before each concert he will give a brief explanation of the music, its character and the various instruments.

Spelling of "Cat" Dropped as Too Hard

The spelling of the word "cat" has been adjudged too difficult or uncommon for New York children under the age of nine to learn. Minimal spelling lists for the grades 2A to 3B, inclusive, suggested for use in classrooms and made public recently by the Board of Superintendents, do not contain the word. It was said that the new lists were a departure in this respect. Children will have to overcome the difficulties of spelling words like "if," "it," "as," "for," or "or," but the orthographic mysteries of "cat" will be divulged to them on reaching the age of nine in Grade 4A or even later. The spelling lists contain about 1,100 words.

More Collegians Take Up Retailing

That college men and women are more and more recognizing the opportunities for commercial careers which are offered by modern department stores was one of the interesting points made by an executive of the employing and training department of one of New York City's large department stores. This executive, who returned recently from a trip through the Eastern colleges in search of executive material, made the further point that every year a more encouraging crop of such material is harvested. "Each year we endeavor to take on from forty to fifty college men and women," he said, "but those of the type we want are not always easy to find. On this trip, however, I was luckier than usual in locating good executive prospects. Out of about 150 applicants interviewed, I found thirty of the type that our store wants. On my last trip I visited, among others, such colleges and universities as Yale, Pennsylvania, Dartmouth, Harvard and the Harvard Graduate Business School, Smith and Wellesley. I do not personally visit the Western colleges, but we send a good deal of literature to students in them about the store, the work and the future it offers. Many inquiries for information come from those colleges."

TREND OF THE TIMES

PRICE OF EGGS in the United States is affected by the civil war in China. The American hen, good worker though she is, does not come within 150,000,000 dozen of producing enough eggs to meet domestic demand. Consequently we have to import eggs from China—tens of millions of dried or frozen kind. China's strife has interferred with these shipments. That is one reason why eggs were higher this winter, it is said.

THOUGHT is a chemical process, says the physiologist, Gerard, from his laboratory in Chicago. Taking nerves extracted from live frogs, he stimulated them with tiny electric shocks, bringing about chemical reactions, which, in turn, produced heat. This heat he again converted into electricity and measured. Capper's Weekly declares that some would argue from this "that a man's mind is a machine. Doubtless it is structurally, but back of the machine is something else, the mysterious life principle, eternal, elusive, everlasting."

WOMEN are gradually getting all the wealth of the world in their hands and in the next century will dominate the world, experts on financial statistics declare. Figures from various sources show that forty-one per cent. of all checking accounts in the country are in the names of women, either alone or jointly with men. In the Eastern states it is found that eighty per cent. of all savings accounts are in the names of women. Psychologists attribute the movement of wealth to the fact that the average woman's span of life is ten years longer than that of men and that since women love power they will dominate the world at the beginning of the next century.

JAPAN'S rise in business has begun to yield large taxpayers. The head of the Mitsubishi Company filed a 1927 income return of $2,150,000, the head of the Mitsui, $1,700,000, and several industrialists reported nearly a million dollars.

WASHINGTON will have shortly a representative from another negro government. At Abyssinia's request, President Coolidge has agreed to exchange diplomats. "Ethiopia" is the name given to the nation in official state department correspondence. We already have a minister resident and consul general at Addid Ababa in the fabled black kingdom of the Queen of Sheba. We are also represented in the negro republic of Liberia, though that country has no representative here. We exchange diplomats with the negro governments of the Dominican republic and Haiti.

OIL SCANDALS prosecution involves a tremendous amount of work as seen in the 700,000 words made part of the eight-weeks record of the Sinclair-Burns contempt case. Recording alone cost the government about $160 a day. To date the oil records contain 1,600,000 words spread over 6,000 pages. Evidence submitted to the Federal Trade Commission on the first day it opened its power trust probe included a truckload of documents.

TWELVE YEARS after Washington and Paris participated in the first trans-Atlantic oral conversation, a complete telephone service between the two capitals was opened. The present toll is $48 for three minutes. France makes the fifth European nation to be linked to our oceanic phone service.

FAMINE CONDITIONS in the Chinese province of Shantung are so bad that children are being offered for sale by their destitute parents, boys of six selling in some cases at $5, according to a cable message received from the Famine Relief Commission of Peking by the Federal Council of Churches. Half a million of Chinese are starving and 4,000,000 more are threatened with the same condition if the situation continues for two months.

PAPER CURRENCY of small size will not be issued by the Treasury Department until next January. The new one-dollar bills were scheduled for distribution early this year. These notes will be six and five-sixteenths inches long by two and eleven-sixteenths inches wide as compared with bills of the same denomination now in use of seven and seven-sixteenths inches long by three and one-eighth inches wide. The government hopes that the new bills will not only last longer, but will cost less money to make.

NEW TURKISH LAW separates the church and the state in Turkey. The measure provides that Islam no longer shall be the state religion and that the deputies in the National Assembly at Angora and state officials in the future shall take their oath of office on their honor instead of in the name of Allah. It is also provided that the National Assembly shall no longer be charged with the application of Sheriat law—law founded on the teachings of Mohammed and the Koran.

HANDSHAKING is declared to be unhygienic and "should be absolutely eliminated in the daily contacts of Italian citizens" declares a circular sent out recently by the Italian Balilla organization. The Fascist educators of the Balilla and Avanguardista organizations should insist, the circular says, that handshaking be replaced by the Roman or Fascist salute, which "is destined to exercise a most beneficent influence in the formation of youthful character."

CIVILIZATION'S END is in sight unless the world can devise some means of preventing war, declared former Secretary of War Newton D. Baker, in an address at Wesleyan University, Middletown, Conn. The next war he saw as a battle of combatants against non-combatants, and the sufferers, men, women and children, supposedly in peaceful pursuits. It will be struggle for natural resources. Foes in the next war, he said, will strike at the morale of those behind the lines, will bombard cities, dropping poison gas and explosives.

NEXT DECADE, in the opinion of aeronautic experts, may see the rigid lighter-than-air craft developed to the point where they will become as numerous on the air lanes as airplanes are today. A number of countries have already completed or are building huge air-liners to accommodate scores of passengers and appointed with conveniences equal to those of ocean steamships.

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The BOOK TABLE

AN INTRODUCTION TO EDUCATIONAL MEASUREMENTS. By Norman Fenton, Ph.D., University of Ohio, and Dean A. Worcester, Ph.D., University of Nebraska. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is interesting to see the variety of approaches to Tests and Measurements by the various colleges, especially the way in which they pair off. Every author or pair of authors is heroic in telling something that challenges what some other school of tests and measurements magnifies. We quote a page that plays true to form:—

"1. Intelligence tests do not measure school accomplishment. They merely tell the probable rate at which a child can learn, not how much he knows. The statement made to one of the writers recently by a superintendent, that if the children in his high school did poorly in their intelligence tests he would 'bawl them out,' is just about as much warranted as a similar remark would be if applied to his dislike of their color of eyes or hair; for example, that he would scold or punish them because they did not all have fair hair and blue eyes.

"2. Intelligence tests do not identify special talents in art, music, mechanical work, or other fields. These abilities are not measured by intelligence tests.

"3. Tests are not yet sufficiently accurate to enable us to stamp a child once for all as ranking at an exact level in brightness. The tests are predictive and usually truly so, but not absolutely correct.

"4. The intelligence tests are not sufficient in themselves for school classifications. Other factors must be taken into consideration. Success in school work, the will to learn, ambition, energy, health, and the like, all enter to serve as further checks in the classification of children. If, however, we were able to use only one basis for classifications within a grade, as at the beginning of the year when meeting a strange group of children, the best would be the basis of mental ages and I. Q.'s obtained from intelligence-test scores.

"5. Although extremely suggestive and diagnostic in connection with vocational guidance, intelligence-test results alone are not sufficient. They should always be supplemented by a study of the special ability and the moral, emotional, and other kinds of character traits of the individual."

This is all true and interesting, but the implication all the time is that some champions of Tests and Measurements do the five things that should not be done. Nothing is more interesting professionally than to follow the differences of the psychologists.

THE AMERICAN AND THE GERMAN UNIVERSITY. One Hundred Years of History. By Charles Franklin Thwing, LL.D., Litt.D., L. H. D., president emeritus of Western Reserve University and Adelbert College. Cloth. 238 pages. New York: The Macmillan Company.

Dr. Thwing has had an opportunity enjoyed by no one else of living in an inspiring scholastic atmosphere for nearly half a century with opportunities to study and write with scholarly assistance through these years, and more than thirty volumes have come from his pen relating to colleges and universities in America, England and Europe.

This latest volume is a classic in its portraiture of a century of university life in the highest civilization of the world in this century. It is not only the one source of information in its field, but it is fascinating reading because of the way in which he makes America play into the scholastic life of England and Europe. It has a literary charm as important as its historic importance.

HOW THE FRENCH BOY LEARNS TO WRITE. A Study in the Teaching of the Mother Tongue. By Rollo Walter Brown, author of "Dean Briggs." Cloth. 260 pages. Cambridge, Mass.: Harvard University Press.

"Dean Briggs," one of the most artistic and fascinating literary productions of the time, at once gave Rollo Walter Brown of Cambridge high rank as an author, essayist and lecturer, and "How the French Boy Learns to Write," published twelve years ago, has first rank in France and England as well as in America as an account of the way the French schools teach English. The book has already reached its sixth edition. Nowhere else can an American teacher of English get as important a sidelight on his own responsibility for having his own pupils learn the skilful and effective use of his native tongue as in this parallel arrangement of the courses of study in the mother tongue. The author discusses the French methods of teaching composition, deals with the perplexing problems of grammar, examines the French methods of studying literature. He gives an illuminating specimen recitation, weighs the influence of foreign language study, deals with the characteristics of teachers which contribute to success in the teaching of the mother tongue, and discusses the possibility of an American attitude favorable to the effective use of English.

The author of "Dean Briggs" writes English so artistically that any sentence on any subject has the charm of the best literary personality.

PRACTICE IN VOCATIONAL GUIDANCE. A Book of Readings. Edited by Frederick J. Allen. With a Preface by Harry D. Kitson. Cloth. 306 pages. 370 Seventh avenue, New York: McGraw-Hill Book Company, Inc.

This "Book of Readings" presents the best thought of twenty authorities on Vocational Guidance, a group of writers whom we think unsurpassed and we think unequaled in any other book on Vocational Guidance. We quote from the chapter by John M. Brewer, whom we consider the authority-in-chief among Vocational Guidance writers today.

"There is no force which has so far been developed in the movement for vocational guidance of child and community which has quite the effectiveness and possibilities as has the school class for the study of vocations. The study of occupational opportunities and problems as carried on in the life-career class offers the most immediate means of spreading enlightenment and promises a greater effect throughout the occupational life of the individual and community.

"No one in his senses would think of entering a shop full of machinery with his eyes blindfolded. Yet the child is plunged into an occupational life too complex for him to understand with his mental eyes unopened. He is eliminated from school with no accurate knowledge of occupations and with no habit of thinking about them in anything but a vague and helpless way. Many men beginning work in a new position fail on account of the strangeness of the work and the lack of acquaintance with the people about them.

* * *

"If the great mass of voters is to be leavened with the real force which will leaven the whole lump, it must be by means of dynamic knowledge spread throughout the community consciousness. In politics the expert must always convince the majority. The solution of economic and social problems in a democracy hinges upon the active thinking of the workers themselves."

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GRINS BETWEEN GRINDS

He'll Get a Cross, All Right

"He put on speed, thinking he could beat the train to the grade crossing."

"Did he get across?"

"He will as soon as the mason has it finished."—Tit-Bits, London.

Certainly Not

"Teacher, are you going to die and go to heaven?"

"Of course not, Bobby. Whatever put such an absurd idea into your head?" — The American Legion Weekly.

Now Don't Miss That

Returned Tourist (to his friend)—"Well, I liked Paris and Rome, but the best part of the whole thing was the trip over. Don't miss that, whatever you do, if you ever go to Europe."—Harvard Lampoon.

Not Yet

"Do you know the population of New York?"

"Not all of them, ma'am; we've only lived here two years."—The American Boy.

Proof

Ted—"I'm suspicious of my wife and that short professor."

Tom—"Why?'

Ted—"She stoops to kiss me now."—Boston Globe.

Not Such a Very Young Matron

"Why," exclaimed the young matron. 'I have known her ever since I used to wear long skirts."—St. Louis Post-Dispatch.

Not in This Life

Uncle —"Well, Anthony, I have taken out $25,000 life insurance in your favor. Could I do anything more for you?"

Nephew—"Nothing more on earth, uncle."—Capper's Weekly.

Needs Tuning Up

Teacher—"What is the matter with your singing? You are simply screeching."

Student—"Only hittin' on one tonsil."—Maryland Motorist.

Hit and Gone

During the lesson one afternoon a violent thunderstorm arose, and to lessen the fright of the children the teacher began telling of the wonders of the elements.

"And now, Jimmy," she asked, "why is it that lightning never strikes twice in the same place?"

"Because," said Jimmy confidently, "after it hits once, the same place ain't there any more."

All Right Now

She was visiting the Zoo and gathering as much information about the animals as possible in one short afternoon.

Eventually she came to the house where the bears were quartered.

"Are these animals carnivorous?" she asked the keeper, who was keeping a watchful eye upon all the small boys in the vicinity.

The keeper scratched his head and then he smiled brightly.

"They was, ma'am," he answered. "But they're all right since we washed 'em in carbolic."—Answers, London.

No Sleuth

Inspector— "That new man will never make a detective."

Chief—"How is that?"

Inspector—"There was a fifty-pound box of soap stolen from a railroad car, and the fool arrested a tramp."

A Copy

"Dat baby of yours am de perfect image of his daddy."

"He suah am. Ah calls him a carbon copy."

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JOURNAL MAIL BAG

The New Education

Editor, Journal of Education:—

When a man is sitting on the side lines watching the other fellows play the game, he has a chance to analyze the situation as he could not when in the thick of the fight. That is my position at the present time, and I do a deal of thinking.

As I see it, there are now two elements that are coming to the front. They are bigger and more vital than the intellectual or physical. They are related to, but above either or both. They are the social and spiritual in education. The social will make more sane such problems as capital and labor, war and peace, riches and poverty. In my own mind the spiritual is not to be confused with the religious. The religious at times may be narrow and bigoted and injurious to the individual and society; the spiritual is unselfish, understanding, kindly, and seeks to help others rather than self. Doubtless we are far from the spiritual, but we have been centuries reaching our present point, and the last century has seen wonderful progress. There is no doubt but that the next ten years will show a progress equal to that of the past century.

There was never such a *now* as *now* and the teacher and the schools are the most important factors in the "now." Despite the great progress public schools have made in the last century there is yet much work to be done by strong, brainy, vigorous young men and women. If I had it to do again, even though I lack in some of these qualities, I would choose teaching as a profession. I believe that teaching in the future will pay greater dividends in influence, reputation and salary than it has done in the past. It will also cost more in preparation, scholarship, devotion to work, honesty and fearlessness in purpose.

It is the business of the schools to spend rather than to save money. It is their business to educate and that costs more money today than it did a year, a decade, or a century ago, because it is done better. The biggest item in education is "teacher cost," and it should remain so. There is no easier way for a superintendent to "get by" than by saving the taxpayer money in school costs, nor one more expensive and costly ultimately. The most important material in men and women is character, mind, and spirit, and these are more precious than is gold in the material world.

As I said before, the schools are the most important factor in the present-day development. Whether it will be Borah or Hoover, Smith or Walsh elected President of the United States in 1928, matters *some* to the United States, but what kind of a school system the United States shall have amounts to a *deal* to the United States and the world. Tell me who shall make the school laws and govern the selection of the teaching body and I will tell you which way civilization is moving. Let us hope the trend will be toward a newer and saner educational system in America and in the world.

J. P. Francis.
1619 Butler Street,
Sawtelle, California.

"Are Rural Schools Superior?"

Editor, Journal of Education:—

The article by Mr. Culp, which appeared in your issue of March 26 of the Journal of Education, was rather disturbing to me, especially the part which dealt with the matter of supervision in city schools, on the top of page 387. I certainly am glad to see the other side of the matter, presented in your issue of April 2, in the little article entitled "Key to Supervision," by Mr. Threlkeld of Denver. We who are directly acquainted with the benefits of the best type of supervisory activity certainly believe in it implicitly.

Very truly yours,
Samuel Engle Burr.
Director of Research,
Lynn, Mass., Public Schools.

A Commencement Suggestion

Editor, Journal of Education:—

I have been thinking that it might promote a large educational purpose along the lines of public appreciation of science if the commencement exercises in many parts of the country should this year take advantage of the 300th anniversary of William Harvey's work on the circulation of the blood to stress the spiritual values of the scientific method. Of course, I should like to see emphasized something more than the mere appreciation of Harvey's discovery in the medical field, since after all, Harvey introduced a revolutionary method in dealing with theoretical and practical problems. I am increasingly impressed with the need for a better understanding of the meaning and

methods of scientific research as it affects medical practice and health, and a suitable presentation of Harvey would seem to offer an opportunity to orient public opinion in these matters.

The American Association for Medical Progress of 370 Seventh avenue, New York City, has worked up some material of a biographical and bibliographical nature which may be of use in preparing addresses or programs on Harvey. This will be sent on application to the Executive Secretary.

Sincerely yours,
Benjamin C. Gruenberg.
370 Seventh Avenue,
New York City.

Your Son

Are you a father of a boy in school? If so, rejoice and be exceeding glad, for God has been good to you.

Is he one of those brilliant lads with every report high above the average of his class? Rejoice and be exceeding glad, for God has been good to you.

Is he one of the slow, plodding boys who finishes at the bottom of the class every year? Rejoice, and be exceeding glad, for God has been good to you.

If he is the scintillating lad who leads his class; if he holds study above all else and realizes the sacrifices you have made for his education; if he bones like a good fellow and finishes honor man in his class, he may be an educator, or an authority on the specialty he takes up, and thus bring honor to the family name.

If he is too dumb to more than get under the wire at examination time, the chances are his mind is full of the practical things of life. Because he is short on theory, he may some day be a captain of industry and thus bring honor to the family name.

If you have a boy in college, be glad, for God has been good to you. If he is at the head of his class, be glad, for he has one kind of brains. If he is at the foot of his class, be glad, for he has another kind of brains. If he is in the middle of his class, still be glad, for he has yet another kind of brains.

You never can tell from where he sits how his feet are going to look in the picture. So just be glad you've got a boy and are able to send him to college!

—Kiwanis Magazine.

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